

**Standard 4-2** The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

**4-2.2:** Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern.(G, H)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous /Future Knowledge:**

In 2nd grade, students recognized the basic elements that make up a cultural region in the United States: including language, customs, and economic activities (2-1.1).

In 3rd grade, students compared the culture, government, and geographic location of different Native American nations in South Carolina (3-2.4).

In 8th grade, students will summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands: including their methods of hunting and farming, their use of natural resources, geographic features, and their relationships with other nations (8-1.1).

**It is essential for students to know:**

The everyday lives of Native Americans depended on the region in which they lived and how they interacted with their **physical environment**.

- **Eastern Woodlands** Native Americans lived in the eastern part of North America from the Atlantic Ocean to the Mississippi River including the Great Lakes region
- **Southeastern** Native Americans lived in the region from the Ohio River south to the Gulf of Mexico,
- **Plains** Native Americans lived on the Great Plains of central North America from north of what is today the Canadian border to present-day southern Texas.
- **Southwestern** Native Americans lived in the region that included what is today Arizona, New Mexico, and parts of Colorado, and Utah.
- **Pacific Northwestern** Native Americans lived in the region that extended along the Pacific coast from what is today southern Alaska to northern California

In order to compare these Native American groups attention should be paid to the following:

- How did the group get their food? Were they hunter gatherers or did they farm?
- Was the group's **everyday life** based on frequent migration or did they live in permanent village settlements?
- How did their **physical environment** influence the type of homes that they constructed, the clothes that they wore and the food that they ate?
- What were their **cultural practices**, including beliefs and religious practices:
- How were they governed?

**It is not essential for students to know:**

It is not essential for students to know specific tribes in these groupings or other Native American groups in North America. Students do not need to know famous people from these groups.

**Assessment guidelines:**

Appropriate assessments would require students to **compare** major Native American cultural groupings. Students should be able to **summarize** the impact of physical environment on the culture of each group of Native Americans. Assessments should require students to **identify examples** of the similarities and differences in the everyday lives of these Native American groups and **compare** the methods that the different groups used to get food, provide shelter and govern themselves.